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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

Teaching Techniques for Children with Special Needs:

Autism Spectrum Disorder (ASD) - Asperger Syndrome.

**A case study at third grade of Basic Education in “San Gabriel AS” Elementary
School.**

**Trabajo investigativo del curso de
graduación previo a la obtención del Título
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ABSTRACT

There were two purposes through this thesis. The first goal of this study was to investigate the adequate teaching techniques for children with special needs. This is a case study to teach English to a girl with Asperger's Syndrome who is eight years old. She studies at "San Gabriel AS" Elementary School which is a regular school working with inclusion program. The second target of this research was to work in the inclusion program of the special child. The results of the study showed that this autistic child learned the foreign language through visual references, music and routines. With these techniques she could build up three of the four skills; however, she showed some problems when she tried to develop the reading skill. As a conclusion, the English teacher can apply adequate teaching techniques which can make a child with Asperger's syndrome enjoy an English class and learn with it. Also, these applied methods created a comfortable environment which help the special student be sociable.

KEY WORDS

- Autism
- Disability
- Asperger's
- Autistic
- Inclusion
- Teacher
- Classmates
- Techniques
- Reading
- Listening
- Writing
- Speaking



RESUMEN

Existen dos propósitos en esta tesis. La primera meta del estudio es investigar las técnicas de enseñanza adecuadas para niños con necesidades especiales. Este es un caso de estudio para enseñar Inglés a una niña con Síndrome de Asperger que tiene ocho años de edad. Ella estudia en la Escuela “San Gabriel AS” que es una escuela regular que trabaja con un programa de inclusión. El segundo objetivo de esta investigación fue trabajar en el programa de inclusión de la niña especial. Los resultados del estudio nos mostraron que la niña especial aprendía el idioma extranjero mediante referencias visuales, música y rutinas. Con estas técnicas ella pudo lograr tres de las cuatro destrezas; sin embargo, ella mostro problemas cuando intentamos desarrollar la destreza de escribir. Como conclusión, la o el profesor de Inglés puede aplicar técnicas adecuadas que pueden hacer que una niña con Asperger pueda disfrutar y aprender en una clase de Inglés. También, los métodos aplicados crearon un ambiente agradable que ayudo a que la niña socialice con sus compañeros.

PALABRAS CLAVES:

- Autismo
- Desorden
- Asperger
- Inclusion
- Profesor
- Alumnos
- Tecnicas
- Auditiva
- Linguistica
- Lectora
- Escrita



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DEDICATION

I dedicate this thesis to my deceased grandma Esther Rodriguez who supported and encouraged me during my career. You have and always will be an inspiration for us all. I would also like to thank the rest of my family for being patient and supporting me through the most difficult times of my life.

Valeria

This thesis is dedicated to my family, who supported me all the time that I studied this career, their words of encouragement and push for tenacity ring in my ears.

Patricia



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Patricia and Valeria



CHAPTER I

THE PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

Education in Ecuador has been renewed with constitutional support so that all students can get a better education without racial, physical or mental disability discrimination. This has allowed many children with special needs to study in private and public schools. For that reason, they have been included in the regular education system which helps the teacher to work better with each subject. However, an English teacher needs a guide with techniques to help these children to achieve the Foreign Language according to each disability. Therefore, in the classroom there is not only the necessity of a teacher; there is also the need of a good English teacher who becomes an educator, a psychologist and a speech therapist.

1.2 JUSTIFICATION

Undoubtedly, children with special needs might be able to learn a foreign language even though they may present some problems in developing the four skills which are important to speak this global language. These exceptional children need more attention to be included in the classroom through the development of correct techniques. They might be able to acquire a lot of vocabulary, structure simple sentences and follow instructions, too. Handicapped children apparently like to learn English, but if the teachers do not know how to teach special children, they might fail.

1.3 OBJECTIVES

1.3.1 General objective

- To analyze the impact of the use of EFL teaching techniques in children with special needs – Asperger's Syndrome.

1.3.2 Specific objectives

- To identify correct techniques to teach a foreign language to children with Asperger's Syndrome.



- To propose the inclusion of these children in the classroom of a public or elementary school.
- To encourage English teachers to motivate and include in a proper way children with Asperger's to learn English through appropriate techniques.



CHAPTER II

ASPERGER'S SYNDROME

2.1 DEFINITION AND CHARACTERISTICS

According to the book, *Exceptional Children*, autism means “living within one’s self”; a child with autism usually shows certain characteristics when he/she is three years old or before; it depends on the type of autism that the child has. Some researchers state that this disorder may be caused by some alterations in the brain structure or brain function. The disorder is characterized by the lack or delay of social interaction, communication, and cognitive abilities; however, there is a type of autism which was described in 1994 by a German doctor called Hans Asperger. He called it ‘autistic psychopathy’, but later it was called Asperger’s Syndrome. The only difference between children who have this type of autism and the other kind is that the first don’t have problems associated with communication. They are able to speak, and their cognitive capacities are almost normal. They can learn almost anything when the correct techniques are used (Taylor 361-362).

The cases of children with autism have increased because investigators know more about this disorder and the detection methods have improved; this problem is usually diagnosed with some tests and instruments used by doctors or psychologists. Parents are the first persons who note that their children have a problem. Some of the features that these special children have are that they may not like hugs or physical affection. They don’t make eye contact, and they can get obsessed with a toy or an object. Parents are considered important sources of information because they can say when the problem began and how the child reacts to different situations. They have to be present in the treatment of the special child and his/her education (Taylor 364).

Miss Andrade explained that “Veronica” was a child who grew up with all the difficulties that autism provokes. She had echolalia; she repeated all the words that she heard. She could not tolerate loud noises; she covered her ears or ran away from noisy places. She seemed to feel no pain when she had her vaccine, she did not feel the



needle. She did not have emotions; she did not cry until she was seven years old (Andrade).

The inclusion program of a special child into an English class is important and necessary since he/she has the right, as everyone else, to learn a foreign language in a regular institution to defend himself/herself by using it when needed. It is important to teach English as soon as possible to the handicapped child to achieve a better performance. The curriculum, teachers, students, and the classrooms are important factors in the learning process of an autistic child; all of these factors have to be prepared and made adequate for autistic children (Taylor 375).

The curriculum for a class with inclusion may be similar to a regular one, but it has to have some special features based on the necessities of the children and their families. Its aims have to be based on the achievement of social interaction and the development of cognitive abilities and not on the obtaining of knowledge. The teacher should plan repeated activities because these children have an extreme necessity of routines; they can become very frustrated when their schedules or activities have some changes or interruptions (Taylor 374).

2.2 INCLUSION IN AN ENGLISH CLASSROOM

2.2.1 II NATIONAL PLAN OF DISABILITIES IN ECUADOR.

It is considered that a person has a disability when he/she is restricted in 30% of his/her capacity to do any activity in a normal way due to some physical, mental, or sensory deficiency. In an investigation made by INEC (Instituto Nacional de Estadísticas y Censos del Ecuador) called "*ENCUESTA NACIONAL DE DISCAPACITADOS 2004*" it is stated that 1,608,334 Ecuadorians have a type of disability; 15.39% are children older than five with a slight problem, and 39.8% have serious problems. This study shows the magnitude of the problem and lets us know that it is important to pass laws to integrate handicapped children into society (Gobierno np).

In this survey the investigators also found some necessities of special people in the following areas:



- Information and communication
- Health and rehabilitation
- Education and Social and Legal Protection
- Jobs
- Access to different places
- Technical help
- Sports
- Culture

The purpose of the designed plan is to study the prevalence of the disabilities and design programs in order to improve the lifestyle of handicapped people (Gobierno24-26).

The program is designed to help Ecuadorians who have a type of disability in the country, in public and private entities, and in society in general. The program was designed using strategic planning, which is a tool to diagnose objectives in order to reflect upon, analyze, and make right decisions. The central problems were identified and, objectives and projects were designed to resolve each problem (Gobierno 43).

The plan looks for the prevention of disabilities, for attention, and for social integration for people with disabilities. Attention to people with disabilities is considered a necessity and an obligation of the state and its integrants in order to generate collective welfare and encourage a better development of the country. Attention to handicapped people began half a century ago when the parents of special children looked for solutions to the problem that they had. In the 40's and 60's the first schools for special children were created and in the 70's some laws, services, and administrative agencies were created (Gobierno 13).

Special Children in this program increase their ability to be successful in their lives when they have the opportunity to assist in a typical classroom and learn in natural environments. They are able to relate to children without disabilities and this makes them more accepted in society. This program did not exist some years ago; parents of



special children had to look for schools full of disabled people because they were discriminated against in regular schools (Alan p1).

There exist three offices in three different provinces of the country: in Pichincha, in Guayas, and in Azuay which give training to people with any disability, and to professionals who help them. Professionals inform the society about this problem of the country, and establish mechanisms to coordinate public entities. One of them is FEPAPDEM (*Federación Ecuatoriana Pro-Atención a la Persona con Deficiencia Mental, Autismo, Parálisis Cerebral y Síndrome de Down*) which is dedicated to give enough information to parents and professionals who work with special children (Gobierno 16, 23).

“Integration and participation means that handicapped people are able to live, study, and work in the same places that other people who are their same ages do in similar ways”. This means that special people can participate and contribute with their different abilities demanding from society respect for their condition without exclusion or overprotection (Gobierno np).

It cannot be said that integration is the same as inclusion; integration means the process of teaching a foreign language to a group of regular children in a regular classroom. However, inclusion in an English class means that a child with special needs can be incorporated into a regular classroom where he/she is able to express, participate, and interact with other children and where teachers can identify and work with the difficulties that an autistic child has (Arce 268 - 269).

One of the main objectives of the inclusion program is that children with special needs will be able to develop themselves as persons, working with the limitations that they have due to their problems, such as autism or any disability, and finding the capacities that they have, thus being able to know how to contribute to the society (Arce 271).

The institution should focus on the educative needs of a child with any type of disability. It should look for social situations as real as possible so the child can



integrate into them. It should prepare the child for the real world; the knowledge that he/she gets here has to be significant so it can be used in his/her daily life (Arce 269).

When a special child begins to interact with regular children, they start to imitate behaviors that they see that regular children have. At the beginning it may be a little complicated for them due to their disorder, but after some time they will learn to act the way their classmates do (Andrade).

The parents of the special child should consider the needs of their son or daughter and the ability that the school has to educate a child with special needs. They have to be conscious and understand that their son or daughter will not learn at the same level that regular children do due to the problems that special children have. Autistic children will have fewer opportunities to interact and become friends with their classmates (Alan p8).

2.2.2 THE TEACHER'S ROLE IN THE CLASSROOM

The teacher's role is very important because the child looks for his/her identity in relation to the educator who should study and comprehend some basic principles of this disorder and undertake practical ways to support the learning process of these special children. At the beginning individual instruction can be carried out, but later instruction in small groups has to be set up to develop social interaction and prepare the child for participation in English classes (Taylor 374).

When the teacher tags a student as a disabled person, his/her own expectations of the student with special needs will change; the educator will convince himself/herself that the special child is not able to learn as a regular child does and he/she will not help the child to learn a foreign language with specific techniques. "The teacher has to look for the capacities of the special child", This means that he/she has to adapt his/her classes so the handicapped child can be integrated into them, understand and learn what is been taught (Arce 270).

If it becomes difficult for the child to learn something, the teacher should look for different techniques, or divide the activities into smaller ones to teach the autistic child. The teacher cannot suppose that the child has learned something just because he/she



can pronounce a word or sentence and repeat it like a parrot. A lot of practice and some evaluations are needed to ensure that the child has learned. The educator can use videos, images, cartoons, and the assistance of classmates to teach the autistic child a topic. Real life situations have to be applied in the classrooms rather than specific answers. The child has to be prepared to use the learned knowledge in any situation. If after a long time the special child is still asked to do any activity while the classmates are doing another one, it is not considered inclusion, but rather exclusion of the child. The teachers have to let the child participate in the activities of all the students thus helping him/her to develop the ability of social interaction (Taylor 392).

It is important that the children are appropriately placed in the classroom. The location has to be a place in which the special child can see the rest of her/his classmates and, in turn, this facilitates interaction with the teacher. The educator must give clear instructions and oversee step by step the undertaken activities. The teacher must constantly review and take advantage of opportunities in which the children can do their homework. This will increase the children's self – esteem and their assertiveness in the course (Arce 345).

Also, a teacher has to work together with a speech therapist and educational psychologist because these professionals advise the teacher how to work in classes and how to evaluate this special child. During this process the professionals should share each experience which is acquired while they work with the special child. The teacher, the speech therapist and the educational psychologist must focus on the same objective. This way offers possibilities of resources as well as abilities and techniques; it is a good way to improve the inclusion program (Almeida 102).

It is a big challenge for an English teacher to work with special children. Usually he or she is not prepared to do so. He/she has to be disposed to study the characteristics that children with this disorder have and some methods to be able to include them in a classroom. Of course, not all of the studied techniques will work for all autistic children, but most of them have been found to be effective (Taylor 372 - 374).



Although teachers do not receive the appropriate training to educate children with special needs, the program benefits educators because their teaching techniques improve; they demand more of themselves to reach their goal of teaching English to a child with special needs (Alan p5).

The place where a special child studies does not make a difference, but the method that is used by teachers which improves the child's language, social skills, and other behaviors does make a difference. As the mother of "Veronica" says, "teachers have enough patience and love at the beginning of the year to seat my daughter on their legs, then next to them, and finally with all her classmates"; the way that a teacher becomes a friend of the special child is very important because the handicapped child has to feel secure and confident with his/her teacher (Andrade).

Nowadays, just a few regular institutions are able to provide the required education for a special child; the education has to be "intensive, focused and constant" to complete the learning process for a special child. It is necessary that the institution recreate classrooms according to the needs of special children; the place has to prioritize the needs of the disabled child and the preferences of the family (Alan p6).

2.2.3 CLASSMATES' ROLE IN THE CLASSROOM

The classmates also play an important role in the learning process of the special child. They benefit from the inclusion program because when they interact with a disabled child, they are able to learn and understand the differences that they have from special children and they also have the opportunity to help them with class activities (Alan p2).

At the beginning the teacher has to be careful of the comments of the students which can seem to be pranks to the special child. The teacher should explain to the students which statements are not appropriate to avoid causing the child to feel bad or sad from the statements. The educator may give some pieces of advice to the classmates about how to react with an autistic child in an adequate manner and how to recognize the efforts that the special child makes to encourage the autistic learner to feel important in the class. A child with Asperger's Syndrome may have a high



performance in the school, but it can be very difficult for him/her to be sociable with his/her classmates. However, the classmates can learn how to interact and begin a conversation with the autistic child by getting his/her attention with something nice. This also helps the child to develop social interaction because when he/she participates with the classmates he/she will become interested and will learn how to respond (Taylor 376).

In addition, working in pairs with Autistic children can create unusual encounters that are called “Friendly friendship” These can be useful since these children with special needs achieve good relationships with students one by one. The judicious choice of a classmate without Asperger’s Syndrome to work with a special child can be a process to help the special child with social skills and increase his/her knowledge of the language being learned (Arce 345).

Finally, the classrooms have to feel safe to the child. If it is possible they have to be decorated in an adequate manner so that he/she feels confident there. Loud noises can irritate the special child. The teacher has to be able to control the noise in a classroom. The child also needs preparation before an event or a new activity in the institution. The teacher should talk to the child and explain what is going to happen so she/he does not get frustrated from the new experience. The child has to feel secure with the teacher and the classmates all the time (Taylor 392).

2.3 DEVELOPMENT OF THE FOUR SKILLS

When a teacher wants to teach a language, he/she has to focus on the four skills: listening, speaking, reading, and writing because they are essential for developing language and communication in society. They must be linked in order to produce communication between the listener and the speaker. Information must be exchanged. Therefore, the teacher has to focus on Relational Communication. This refers to the huge concept about communication perceiving it as whatever means; this may be spoken or non-verbal, intentional, aware, since this process can involve mutual interaction (Almeida et al. 58).



According to this report, communication means a process in which the form of the message determines its meaning and the way that the listener can instantly perceive it. It is mainly mediated by non-verbal indicators and paralinguistic codes which accompany the spoken message, such as tone and volume of voice, gestures, view, body posture, etc (Almeida et al. 58).

This kind of communication creates a comfortable environment where the teacher's message can be assimilated by the student with special needs or learning differences since it is not imposed by the teacher but is rather a negotiation between the teacher and the handicapped student without losing the use of grammatical rules. Also, it helps to develop a friendship communication in order to help the teacher to teach the special child some rules of the classroom. It means creating a relationship concerning learning, discipline and the student (Almeida et al. 66 - 67).

Children with Asperger's Syndrome often have very high language levels but lack social skills/understanding in which to use the skills. A child with Asperger's Syndrome must be prepared to communicate but he/she may have some problems in acquiring each skill. The child may have integration difficulties; however a teacher can help the disabled child by using the following techniques (Arce 335).

2.3.1 THE LISTENING SKILL

First of all, a teacher must keep in mind that a child with Asperger's syndrome dislikes a place where there is too much noise. Thus, the teacher has to choose songs and videos which do not have loud sounds. Otherwise, if a teacher works with noisy audiovisuals, the child will not pay attention and will refuse to cooperate in the classroom (Duran 2013).

The child will understand the song better if the teacher implements mime while the child sings the song. The teacher must repeat the song two or three times because the special child likes to repeat everything heard. The educator can change the activity every time that the song is presented. In that way, the child can relate the song to vocabulary and pronunciation in different ways (Duran 2013).

If the teacher decides to work with a movie it must be



1. Easy to understand.
2. Easy with respect to vocabulary.
3. It must have short sentences.
4. It must be enjoyable.
5. It must not be long (Duran 2013).

See page 30 for detailed information on this process.

2.3.2 THE SPEAKING SKILL

An English teacher can develop this skill in a child with Asperger's syndrome because this type of special child does not have problems with pronunciation. These children can repeat everything that a teacher says. However, the English educator has to work together with speech and language therapists because they use sensory stimuli to encourage and support the development of language and interaction (Duran 2013).

The educator must have pictures, recordings, hand signals, and drawings to help the child produce the language. In addition, the teacher must have teaching materials, such as the following:

- A mirror that helps the child's modulation.
- Pictures and hand signals to encourage the child to tell the educator what he/she is looking at.
- Recordings to help the child to hear the pronunciation and repeat what is said (Taylor et al. 377).

When a teacher starts to teach the handicapped child to speak, it is necessary to choose easy words and short sentences. The teacher can make long sentences after a child is familiar with the entire vocabulary. In this way the child will feel comfortable and will be able to produce the language without fear (Taylor et al. 377).

The relationship with the educator is fundamental. It helps for the student and teacher to be "face to face," to use quiet voices, and it helps the teacher to take care of the special children's necessities. Motioning with hands can be useful to strengthen



some messages, such as “Don’t speak”, “Wait for your turn “or “Speak slowly” (Arce 344 - 346).

Sometimes a child with Asperger’s Syndrome has difficulties in orally expressing his/ her ideas. In this situation, the teacher can make an applied behavioral analysis and use The Communication System to exchange images to help the child express his/ her idea (Taylor 359).

Finally, the goal of teaching a student to speak English must be in the form of free speech and not just mechanical oral answers. The teacher must give opportunities for students to communicate in the learning environment (Taylor 377).

See page 31 for detailed information on this process.

2.3.3 THE READING SKILL

Although a child with Asperger’s Syndrome can read words, the child will not learn the correct pronunciation. In addition, the child will not be able to understand the context because these special children need visual aids to understand what is being said to him/her. If the child is not able to understand a text, he or she still become frustrated and will lose concentration (Arce 254).

It is better to use short sentences with pictures to explain the meanings of words and to write the words and its meanings on a piece of paper. For example, if the teacher wants to use a story to teach, the main sentences of the story need to be written below real, not abstract, drawings before the educator starts to read. The teacher must limit the number of the words as much as possible so the special student does not get confused. This procedure of using pictures keeps the student concentrated (Arce 304).

According to Arce, the author of Encyclopedia of Autism, children with Asperger’s syndrome can have hyperreflexie, this is an enormous capacity for visual memory. It is found in the early elementary school years of children and is expressed by a pedantic attitude (338).



The teacher must be patient when the special child is reading because the process will be slow and labored, if he/she tries to force the autistic child to read something, the child will get angry and frustrated.

See page 34 for detailed information on this process.

2.3.4 THE WRITING SKILL

Writing is a major problem for people with Asperger's Syndrome because their fine motor skills are not well developed, and they become confused by the phonemes of some consonants or vowels. Accordingly, it is not easy for a teacher of English to develop this skill because the special child has problems in the native language and therefore, with other languages, too (Arce 256).

The teacher must give the student some readings to copy to develop the fine motor skill. While the child repeats each word he/she will memorize the vocabulary. The teacher must read what the student has written after the text has been copied. The handicapped child will remember the pronunciation of words and the spelling if the text is copied. Also, it is important to stimulate the student's imagination by encouraging him/her to draw on the board any word that is understood. After that, the teacher has to relate the word to the child's drawing (Arce 304).

Writing will be well developed if the children do physiotherapy sessions in order to stimulate the advancement of motor abilities and this helps their coordination. Calligraphic handwriting is difficult to develop, so it's recommendable that Autistic students use keyboards during the current school year (Arce 344).

See page 33 for detailed information on this process.



CHAPTER III

METHODOLOGY

3.1 METHOD

This investigation was developed by applying action research; studies carried out in a classroom through qualitative gathering techniques. This system of investigation allows the researcher to study organization and performance in a class situation. The investigation also includes qualitative research to gather information by applying surveys to groups or interviews to experts, and quantitative research which shows the results of qualitative research through graphs and charts.

This research is transferable because most of the studied techniques mentioned in this work can be used by any teacher who has special children in a regular English class. The investigation is also verifiable due to literature concerning Asperger's syndrome, to observations made at the institutions, and to information regarding the correct pedagogy for these special children obtained from experts, teachers, and parents who work or live with an autistic child.

3.2 HUMAN RESOURCES AND MATERIALS.

The participant in this investigation was an eight-year-old girl from the third grade of Basic Education at "San Gabriel AS" Elementary School; her real name is not mentioned due to the ethical considerations of action research; therefore, she will be called "Veronica". This girl was chosen because of her disorder called Asperger's Syndrome. The parents of the child also participated in this investigation and they are the main sources of information concerning "Veronica". They offered information about how they discovered they had an autistic daughter, how they feel about having an autistic child in this institution, the relationship that they have with the teacher, and about how they feel towards the inclusion program. Finally, the teachers also offered clues about how to work with special children. They indicated the techniques that they use in the subjects that they impart. These methodologies were used as a guide to teach the foreign language. They also explained the behavior that special children have in a classroom. Information from teachers is useful because a teacher has gained the confidence of the child, and has paved the way for the educator to teach the foreign



language. If the teacher is a friend of the autistic learner, that learner will be interested in the activities that the educator prepares.

The materials which were used to teach “Veronica” the foreign language of English in order to develop the four skills were the following:

- Worksheets with pictures
- Songs
- Flashcards
- Videos
- Games
- Short readings

3.3 DATA GATHERING TECHNIQUES

The most appropriate way to gather enough information about the correct techniques to teach English to special children is by applying surveys, along with class observations and interviews with teachers, experts, and parents who have experience working with handicapped children. It is necessary to apply these techniques because through them a wide range of knowledge can be gained concerning the cognitive development of the child through the reports of teachers and experts. The surveys were applied to three teachers who work at “San Gabriel AS” Elementary School and three teachers working at “CEDEI” School. All of them have worked with special children of different levels and ages. The interview was made with another expert, a teacher at “ADINEA” school for special children, who has worked with handicapped children for twelve years. The interview was carried out with the aim of acquiring enough information about the definition of autism and types of autism. Some autistic children can learn a foreign language; there are techniques to help the child with the pronunciation of words; there are methods to help the child to have social interaction with his/her classmates, and, one of the purposes of this investigation has been the inclusion of the child in a regular school.

To get more data, some class observations were carried out to understand the techniques applied when teaching English to the special child. These observations also



offered information about the results of the different techniques applied with respect to the child's learning of English.

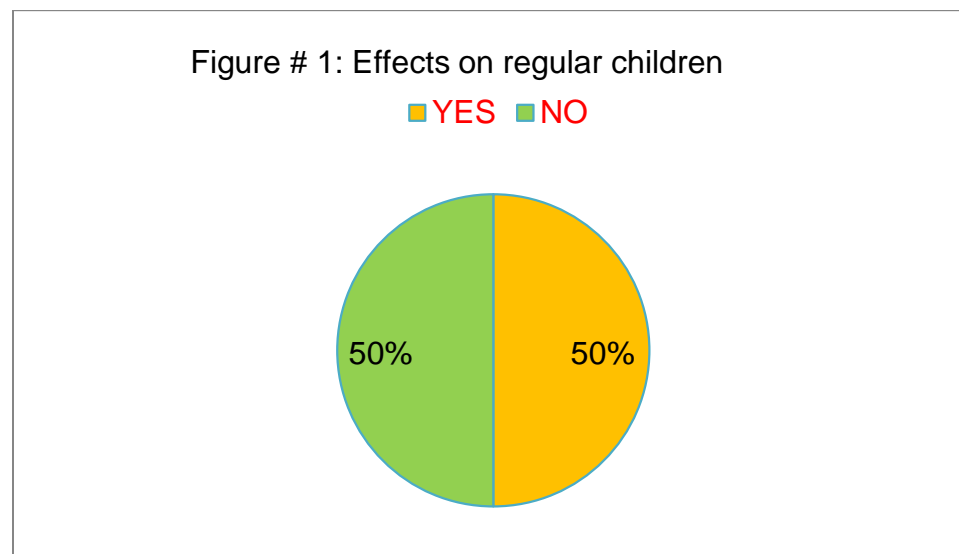
CHAPTER IV

RESULTS-ANALYSIS AND INTERPRETATION

This chapter is a collection of interpretations and graphic representations concerning the surveys that were applied to experts. These tabular graphics include a title, tabular graphic, a source, and a brief descriptive analysis of each survey. Graphs make this information creditable and dependable. The questions made in the surveys were the following:

4.1 DESCRIPTIVE ANALYSIS OF THE SURVEY

Fig #1: Do you think working with children with special needs affects normal children in their behavior?

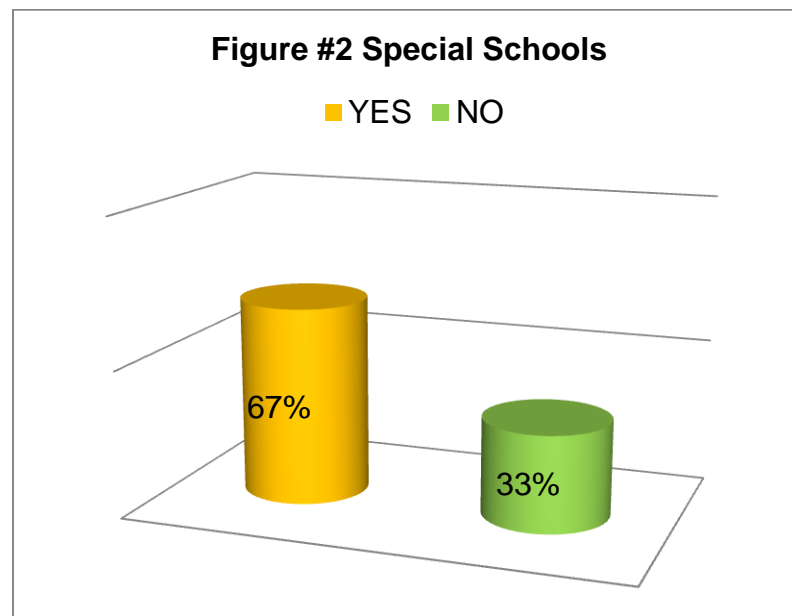


Source: Authors

Fifty percent of the participants, who answered yes to this question, think that normal children can be affected when working with autistic children because they are not able to understand the disabilities and the behavior that this disorder provokes. Therefore, the presence of an autistic child in the classroom affects normal children's conduct in the classroom or at home. In addition, a teacher has said that normal children reject handicapped students because their parents have told them that they are not good

friends to have. On the other hand, teachers who have thought that working with a special child in a regular classroom does not affect normal children, state that normal children can develop charitable behavior when they study with these children. They are often eager to help them in different activities such as pronouncing, working with crafts, and other activities.

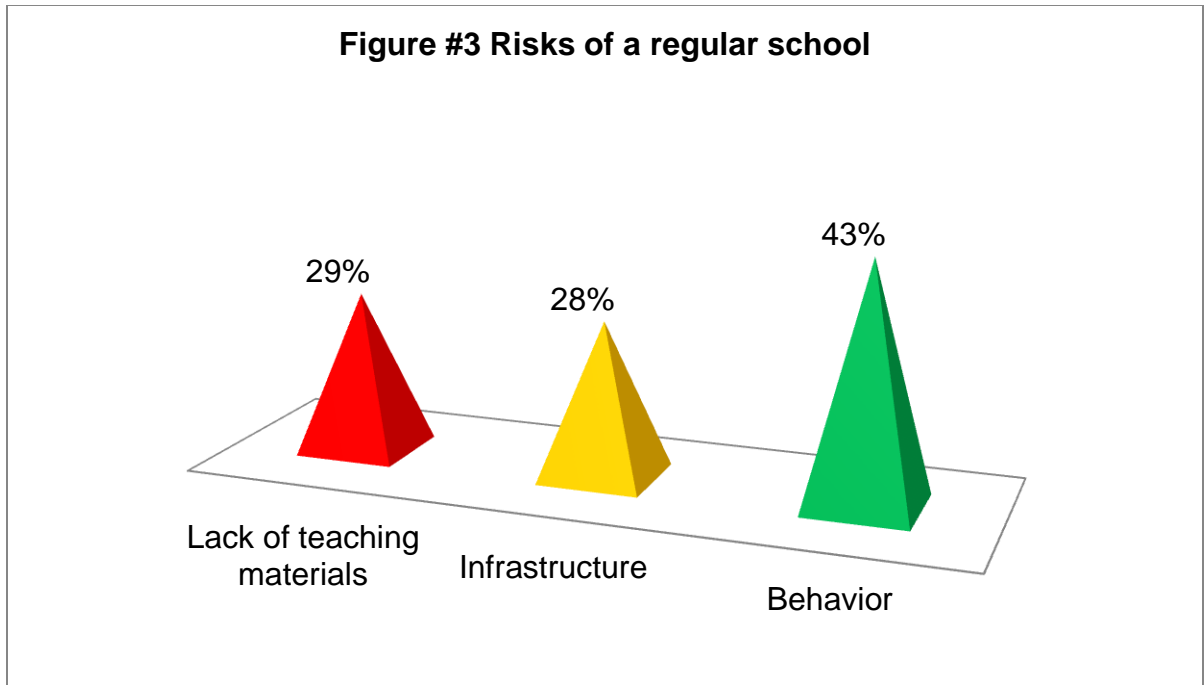
Fig #2: Do you think a public or private elementary school for regular children is the correct one for these children? What are the benefits?



Source: Authors

The statistical graph lets us know that sixty-seven percent of the teachers thought that special children need an adequate classroom due to the necessities and problems that this disorder provokes. Only thirty-three percent of the teachers stated that these children do not need a special classroom, and that they can be included in a regular one.

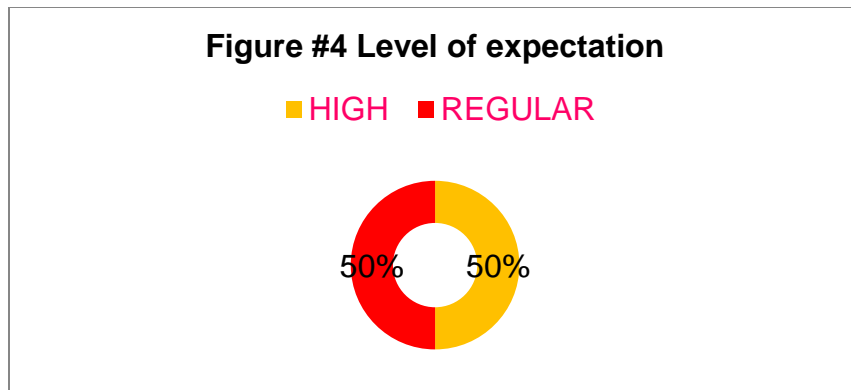
Fig #3: What are the risks of placing children with special needs into regular schools?



Source: Authors

Forty-three percent of teachers stated that the effects on behavior are the main risks when placing special children in regular schools. Twenty-eight percent of teachers considered that infrastructure is the main risk because an appropriate classroom is needed for children with special needs. Twenty-nine percent of teachers thought that the lack of teaching materials does not allow correct development of autistic children's knowledge. Correct materials and techniques must be used when teaching autistic children.

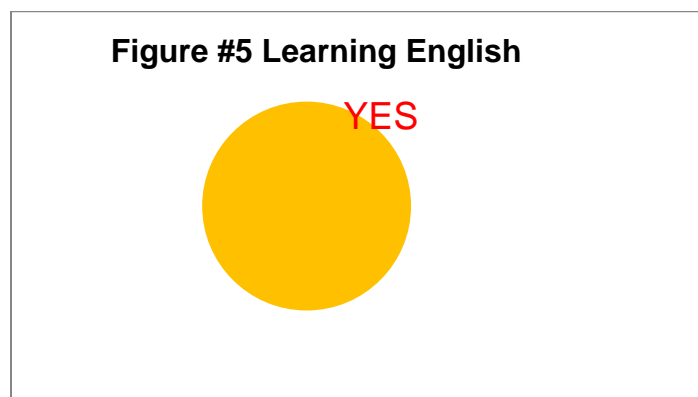
Fig #4: Regarding children with special needs in an inclusion program, what are the levels of expectation from parents?



Source: Authors

Fifty percent of teachers considered that parents have high expectations concerning the performance of their children. The other fifty percent have stated that parents have a regular expectation in the performance of their child. This group believes that their children are able to learn almost anything, but that their performance will not be high.

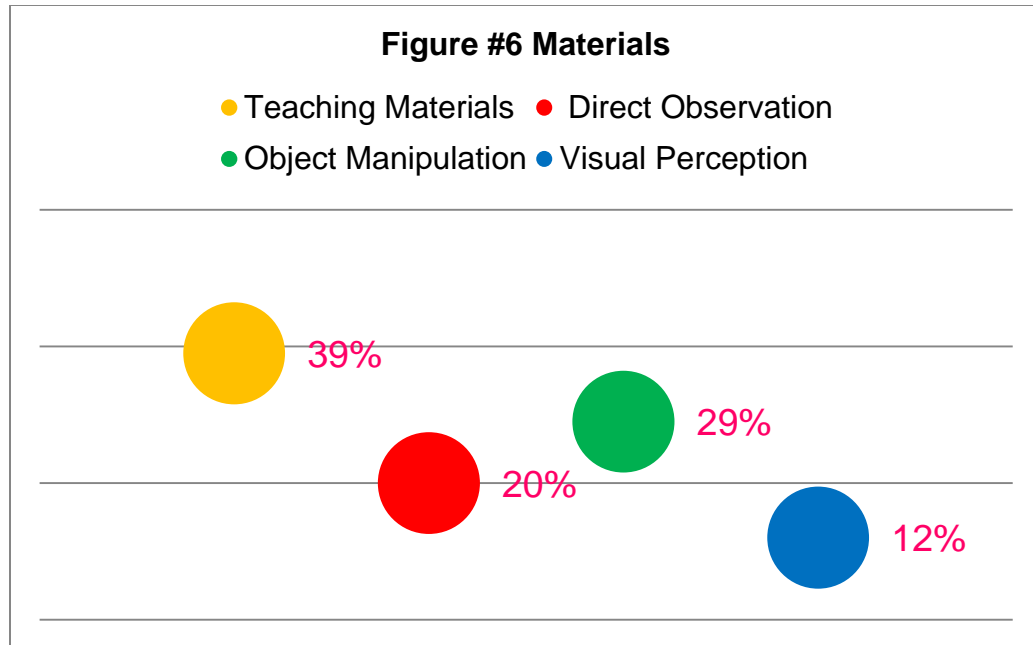
Fig#5: Do you believe that these children can learn a foreign language?



Source: Authors

All teachers interviewed agreed that these children are able to learn a foreign language such as English in spite of the problems that they may have due to Asperger's syndrome.

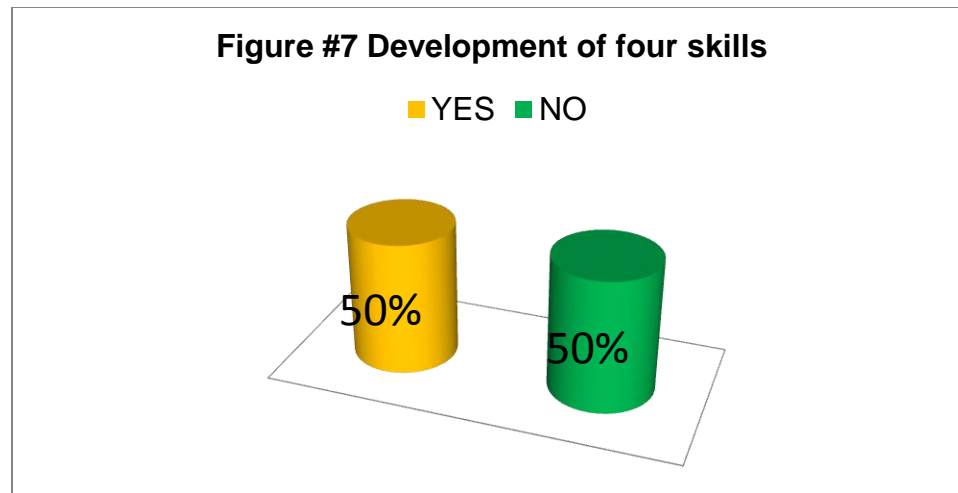
Fig #6: What teaching techniques do you apply in the classroom in order to develop the knowledge of autistic children?



Source: Authors

Twelve percent of teachers have applied materials based on visual perception in their classes; it means that they use pictures, photographs, and images since special children use their photographic memory to learn. Twenty-nine percent of educators apply object manipulation in their English classes to develop children's fine motor skills that are needed to produce good writing. Twenty percent of teachers apply direct observation when they are teaching because when these special children make eye contact with the teacher they learn words more easily. And finally thirty-nine percent use teaching materials such as flash cards, educational movies, music, books, and real objects in their classes.

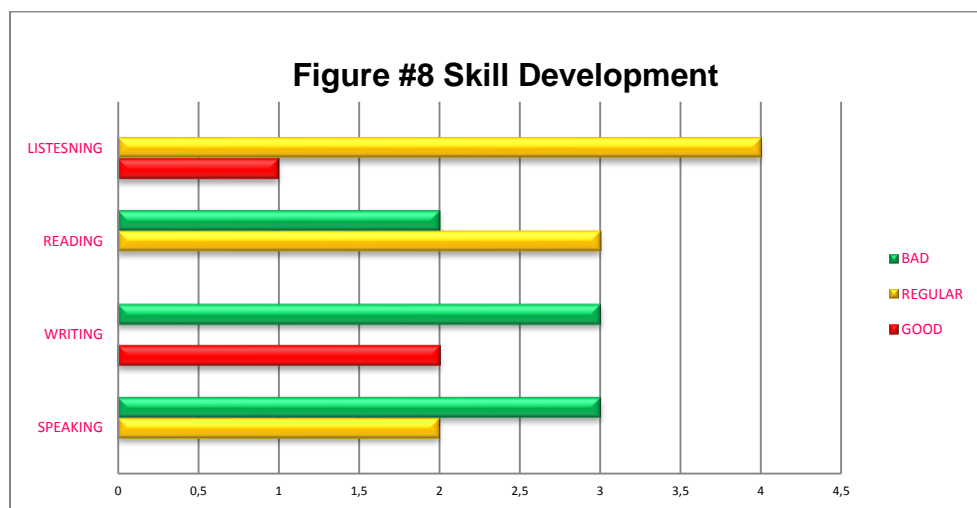
Fig #7: Is it complicated for you to develop the four skills (reading, writing, listening, speaking) of a child with special needs?



Source: Authors

The results tell us that fifty percent of teachers thought that it is difficult to develop the four skills in these special children due to the damage that the disorder has caused to their brain structure. The other fifty percent have stated that it is not so difficult to develop the skills of handicapped children. It is only necessary to apply correct techniques and materials to help them to develop the skills in a proper way.

Fig #8: How would you qualify the development of each skill in the classroom?

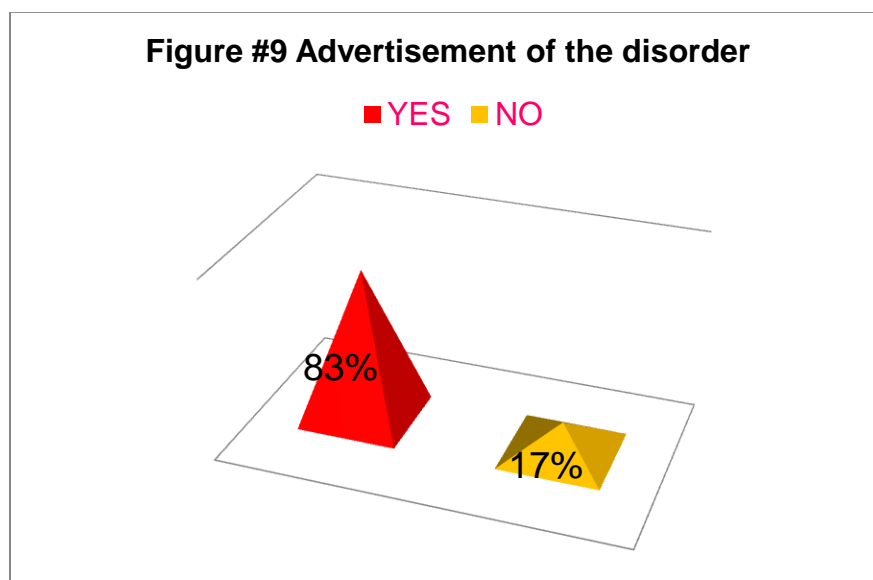


Source: Authors

The statistical graph shows that teachers think that four percent of the students can develop listening skills, but one percent of the students are not able to achieve this

skill. Two percent of the children are able to develop their reading skills correctly, but three percent are not capable of acquiring this skill. Three percent of children develop the writing skill, but two percent cannot. Finally, three percent of children develop the speaking skill, whereas two percent do not. Therefore, in conclusion, Asperger's syndrome can affect the development of different skills, according to the teachers who participated in the surveys.

Fig #9: Do you think it is appropriate to tell your students that there is a child with special needs in the classroom?



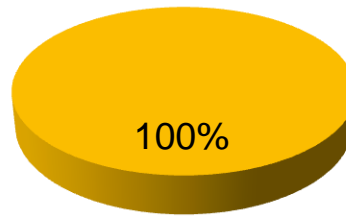
Source: Authors

Eighty-three percent of teachers who participated in the surveys stated that children have to know that there is a special child in the classroom. They should understand the differences that autistic children have and the treatment that they need. Seventeen percent of teachers thought that it was not necessary to tell regular students that there is a special child in their classes.

Fig #10: Do you think that the infrastructure of a normal classroom is the appropriate one for these special kids?

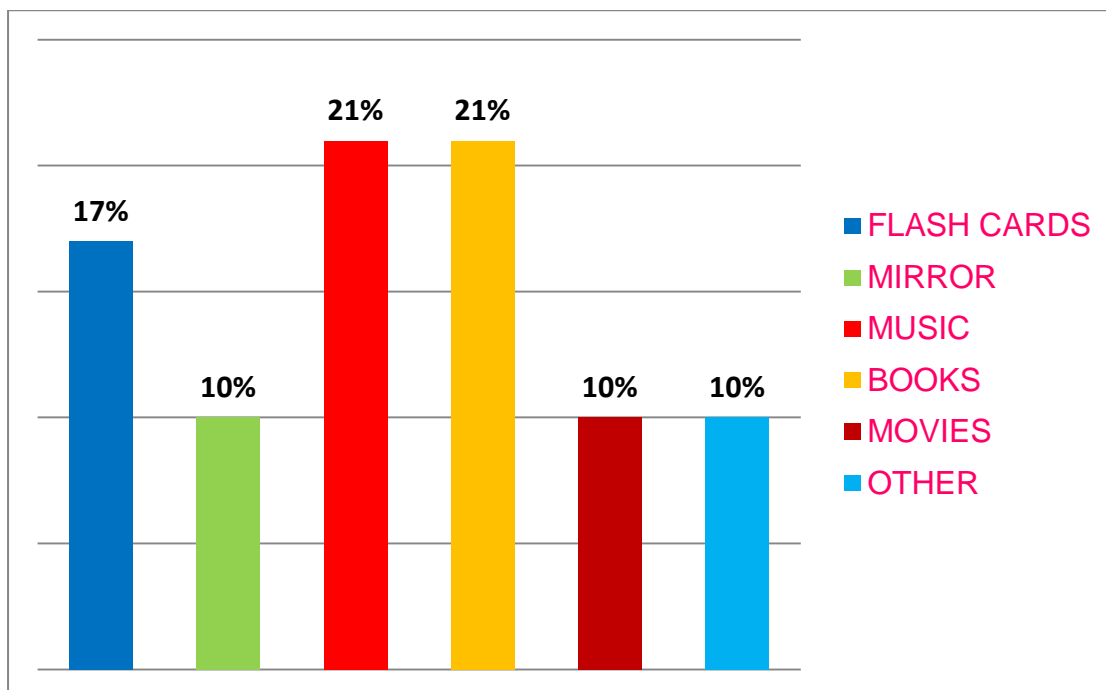
Figure #10 Infrastructure of the classrooms

■ YES

**Source: Authors**

All of the teachers thought that the infrastructure of a regular classroom was not adequate for autistic children; they stated that some features of the room had to be changed before including one or any of these children in a regular classroom.

Fig #11: What are the teaching materials that you use in your classroom to teach language?

**Source: Authors**



Ten percent of teachers use mirrors and other teaching materials to teach special children. Seventeen percent use flash cards to teach new vocabulary, and twenty-one percent of teachers use music, movies, or books to help special children with the pronunciation of words.

4.2 DESCRIPTIVE ANALYSIS OF THE INTERVIEW WITH AN EXPERT

Because it is important to have the opinion of an expert to develop this thesis project, an interview was carried out with a teacher who works at “ADINEA” School for special children. The expert explained that a child’s behavior can be affected when working with special children depending on the overprotection that they have had; on the family environment or on any information that the teacher gives to the regular students about the special child. She added that classmates have to know that they have a special classmate who has slight characteristics which make him/her special. In this way the normal students will not reject the autistic child. Rather they will want to know more about the disorder and the differences that it provokes.

She thought that these handicapped children are able to learn a foreign language when the teacher’s behavior is correct and the right techniques are used. If the teacher is not able to make an English class interesting and fun for the special child, he/she will not learn. At the same time, if the child is not interested in learning English, it will be almost impossible for the teacher to teach English to the child. The expert considered that an English teacher should plan repetitive activities to be done in a class. He/she can have a recorder for listening to songs or conversations; puppets, and physical movements can be used. Also a mirror will be needed to help the child with the pronunciation of words and a curtain because it won't allow these children to be distracted when practicing the pronunciation of words. The language teacher should use pictorial vocabulary when he/she teaches reading to a special child; he/she can start by using known words for the special child and associating them with experiences of the child.



4.3 DESCRIPTIVE ANALYSIS OF THE INTERVIEW WITH A TEACHER

This interview was carried out with the aim of being familiar with the behavior that “Veronica” had in the classroom and how she worked with her classmates. The teacher explained to us that she realized that this special child had a problem not only because of the medical report that her parents presented at the school, but because of her behavior, her repetitive activities, and her social interaction. It was easy for the teacher to realize that the child had a problem.

The educator added that it was very easy to work with “Veronica” since she caught onto all the information quickly. She learned more slowly than her classmates since she became tired easily; however, the child was included in all the activities that her classmates were involved in. The child needed short recesses when she was learning.

The teacher said that she used drawings, cards, real objects or games when working with this special child. The educator taught new vocabulary to the child by relating real objects with new words. To teach her writing, the teacher gave her some worksheets so she could copy them.

4.4 DESCRIPTIVE ANALYSIS OF THE INTERVIEW WITH THE PARENTS

The interview with the mother of the special child was done with the aim of compiling information about the behavior that “Veronica” demonstrated in her life. Miss Andrade explained to us that she realized that her daughter had a problem when she was three years and nine months old. The child did not speak until she was three years old; she was echolalic. The parents decided to take her to a specialist who discovered that “Veronica” was an autistic child. The child had the comprehension level of a baby of two years and six months. Her fine motor skills were very low. It was almost impossible for the child to give an answer when someone asked her something; she only repeated the question.

“Veronica” was a child who grew up with the typical difficulties that an autistic child has; for example, she could not tolerate loud noises. She always wanted to be clean. She ran in a special way. She repeated what she heard. She seemed not to feel



pain; and she was not able to express her feelings. Her mother gave many examples concerning her behavior, her reactions and her activities.

Miss Andrade added that at the beginning, when her daughter had just entered school, there were some problems because “Veronica” could not tolerate the noise that her classmates made. She arrived at home with headaches and often left her classes. At this moment, her mother had to discipline her daughter. Miss Andrade had to explain to her daughter that she was there to learn and that she should behave that way. Sometime later the child understood and adapted herself to the classes.

She also said that she was very thankful for the teachers in the institution because they loved, cared for, and had a lot of patience with “Veronica”. With this inclusion program, the special child had to grow up. She learned to participate in the classes, to interact with people, and to make the most of her own decisions. The place gave her daughter the opportunity to interact with regular children who cared and knew about the problem so that “Veronica” had the opportunity to learn in a natural environment in the same way as regular children, and the opportunity to feel accepted in society.

4.5 DESCRIPTIVE ANALYSIS OF CLASS OBSERVATIONS

One of the most important aspects to learn in developing an English class with a special child is identifying the autistic child’s behavior and his/her attitudes in an English class. Five class observations helped to advance the purpose of this study. The study took place in the third grade of basic education at “San Gabriel AS” elementary school with 12 children in the classroom. Some problems were found through these observations. First, the special child had some difficulties in starting tasks and homework. The study showed that if the special girl read the instructions on her own, she could not understand them. She needed to listen to her task instruction in order to accomplish the task. The instructions were read by the teacher. Also, it was necessary to give the instruction when the girl was making eye contact with the teacher because in that way she could follow the instructions in a better way. She could concentrate for about five seconds. After that she lost her concentration. Another important point was



noise; the child did not like loud noises; she felt frustrated and covered her ears. Thus, the teacher had to ask the classmates not to shout in the classroom and then the child calmed down. The next problem was concerning “ecolalia”, which means repetition of words. When the teacher said something in the class, the child repeated almost everything. Finally, one of the class observations showed that the child felt frustrated if she had to do a task where it was necessary to read, and a little unhappy if she had to write something. At such times the special child did not want to work with her classmates.

4.6 DESCRIPTIVE ANALYSIS OF THE DEVELOPMENT OF SKILLS

4.6.1 THE LISTENING SKILL

The teacher worked with songs and fairy tales which she believed the student would enjoy. The educator had to find entertaining songs with soft rhythm and beat because the student has a sensitive ear. Also, the volume had to be at medium while the child listened because she experienced great discomfort from loud noises, or was easily distracted by them. If the teacher raised the volume the student would get angry and she would not want to listen to the song again. In addition, she would then refuse to do the other exercises related to the topic.

The teacher played the song two or three times and encouraged the special child to make some mimes related to what she was listening to. The teacher had to do the mimes with her because the special children felt secure with her. The first time she wanted to do the mime with the teacher, but afterwards she wanted to work with her classmates.

Another technique that the teacher used was dancing with the special child.” Veronica” liked to dance while she listened to a song. After that, “Veronica” went to dance with her partners. It is important to say that neither the teacher nor her classmates could touch her because touching her made her feel uncomfortable. This technique allowed her to understand some words of the vocabulary; for example, the lyrics of the song “Today is Monday, everybody shake your body” and the child started to shake her body.



After the teacher ended the listening class, the child wanted to listen again to the song, but the teacher explained to her that she was going to repeat the song one more time and after that she had to sit down. Thus, she did.

When the teacher wanted to teach her a fairy tale, first the child listened to the teacher read the story. Then the teacher used a video in order to make a relationship between what the child listened to and what she was looking at. In this way, the special child learned almost 90 % of the vocabulary of the fairy tale.

The listening skill exercises helped the child to develop her pronunciation, which means her ability to use the correct stress and intonation of a word in the spoken language; the teacher can easily evaluate the number of words that the child has assimilated. Also these listening exercises helped the special child to develop her overall motor ability in order to have good control of her body.

4.6.2 THE SPEAKING SKILL

At the beginning it was difficult for her to pronounce the words well, but the teacher was patient and used techniques to catch her attention in order to encourage her to pronounce the words correctly. However, sometimes there was a problem when she read some stories because she could not always read with the correct pronunciation.

The child pronounced the word well when the teacher asked her to repeat the words of the vocabulary in English. For example, the teacher asked her to say “mono” in English and the child answered “monkey”. However, it was difficult for her to pronounce long sentences or long words. Thus, it was often important to find synonyms to help her learn by association of meaning. In the classroom, the teacher worked with her through repetition all the time; also with a mirror, pictures, recordings, hand signals and drawings.

The first day, the teacher used pictures to teach the vocabulary and played a recording of the teacher’s pronunciation. After that, the teacher recorded the child pronouncing the vocabulary and played the recording for the child. Then the child listened to it and repeated it to her teacher and her classmates.



The second day, the teacher used a mirror to allow the student to look at herself and the educator asked her to pronounce a word while she watched her mouth. The mirror helped the child to formulate each word.

The third day, the teacher asked the student to draw pictures of all the words that she had learned. Then the teacher encouraged the child to tell what the drawings were about. At times, it took more than a few seconds for the child to describe her drawings. She needed to stop what she was thinking, put that thought somewhere, formulate an answer and then respond. So, the teacher had to wait patiently for the answer and encourage the classmates to do the same. Otherwise, the child would have to start over again.

If the teacher had to teach some commands, such as sit down, stand up, open the book, close the book, the teacher used hand signals to reinforce the commands. Finally, the teacher refrained from interrupting or ending the sentences which the child repeated; otherwise, the child would go back and start over to get her train of thought back.

4.6.3 THE WRITING SKILL

Writing is one of the major problems for people with Asperger's syndrome because their fine motor skills are not well developed and they are confused over the phonemes of some consonants or vowels. Accordingly, it is not easy for a teacher who teaches English to develop this skill because the child has problems in the native language and therefore, with other languages. Nevertheless in this case, the teacher tried to improve this skill as much as possible.

After the educator taught the special child how to pronounce the words, it was time to write them down. The first technique was for the child to copy the notes of other children in her notebook, or to provide her with a copy, because many AS children are also dysgraphic, and they are unable to listen to you talk, or read what is on the board, and take notes at the same time.

The teacher used another technique which allowed the child to write the words that she remembered on the board and make a drawing next to each word. In that way,



she felt free to write the words that she understood and remembered. It helped the teacher to know what the child had learned and what needed to be strengthened in the following class.

Although she was told the words she had to write, it was a little more complicated for her to understand the big difference between what was spoken and what was written. “Veronica” is *usually* able to speak extensively on a topic, but she had a difficult time writing on a topic. Even when she practiced forming letters, sometimes she was extremely anxious about not being able to get the shape just perfect.

The number of words written in each exercise was calculated and the student demonstrated advances in the number of words learned, around 20%. Also, “Veronica” has trouble writing in English because she has learned the syllables in her native language; she has difficulties writing complete words in the English language.

4.6.4 THE READING SKILL

The reading skill for “Veronica” was difficult to develop because she confused the sounds of vowels and consonants; she pronounces the words as they are written, and she reads some words letter by letter; in addition, when she reads a sentence, she doesn’t understand what she is reading; she is frustrated when this happens. She is mainly a visual thinker, so she finds it difficult to think only with the words and to be able to understand them. The techniques used to help her read were the following:

The teacher did not concentrate on abstract words, such as where, when, or why. The teacher helped the child read short paragraphs so she could understand the function of these words; for example, “Where do birds go in the winter?” ... “What are some of the colors in a rainbow?”

Veronica started learning to read due to this process. However, she found it difficult to cope with too many words or sentences per page. Also, she struggled to concentrate on the exact word or line that she was supposed to read. Thus, it was found that limiting the number of sentences on a page helps the special child to concentrate better and to read more easily.



“Veronica” struggled to comprehend the exact word or line that she was supposed to read. Thus, the teacher limited the number of sentences on a page in order to help her to have better concentration and to read more easily.

The teacher used stories with pictures as another technique. “Veronica” enjoyed reading more if she had stories with pictures that illustrated the sentence. Such pictures must exactly illustrate the sentence and not be abstract. This helps the student to follow the story and not lose concentration while reading.

In conclusion, the student was able to decode only twenty words of eighty and had little understanding of what she read. Thus, she became a good “word caller” but not a skillful reader.



CONCLUSION

The current investigation has shown adequate teaching techniques to be applied to a child with Asperger's Syndrome in order to teach the special child the English Language. The process requires developing of the four skills: listening, speaking, reading and writing. Theories from books, magazines, and web pages about Autism have been set forth. Also, the National Plan for Disabilities in Ecuador and experiences of teachers who have worked with special children has been included to explain techniques to apply in an English class. The idea is to help the child to be sociable when participating in groups of normal children in an elementary school.

This Thesis emerged as an answer to the questions of English teachers who are going to teach English in schools with inclusion programs. Many times, teachers do not know how to teach a child with special needs.

This work has reached the objectives initially set forth, which were the following:

- To identify correct techniques to teach a foreign language to children with Asperger syndrome.
- To propose the inclusion of these children in the classroom of a public elementary school.
- To aid English teachers to motivate and include in a proper way children with ASD to learn English through appropriate techniques according to their disability.

This case study was based on the experiences of educators who have taught in classes with special children. Later, the techniques were modified by using the theory to teach English language. Each technique was practiced with the child with Asperger's Syndrome in her school in order to know which skills the special child could develop and which were difficult for her. Achievement results were registered for each skill to show how well the child could develop the listening and speaking skills. Children with Asperger syndrome can hear what others say to them, they can follow instructions, and they can perceive differences such as body sizes, adjectives etc. Accordingly, the study



shows that the student understood the meanings of the words. However, the student often did not grasp the full meaning of some words.

In addition, the handicapped child had a difficult time in developing the writing and reading skills. The child is a pictorial thinker and for that reason she could not always understand the main idea of a short text if there were no pictures presented. Also, she could get confused at the time that she had to write because of the different phonemes that the language has for a consonant or a vowel. However, if a teacher teaches the special student with pictures and clear sentences in a reading, the child will understand each scene of a story and collaborate in reading it. It takes a long time, but the results are considered satisfactory.

Also, it is important to talk about the inclusion program that the child had in each class. At the beginning the child would become shy, introverted, and uncomfortable while working with other children; however, the investigation shows that the child could work in a group when her classmates knew about the disorder and when the teacher encouraged the special child to work with them through games, songs, or competitive exercises. It helps for the special child to become involved with her classmates while learning the language.

Finally, the investigation demonstrates that a child in an inclusion program is able to learn another language. The student could speak, listen, read and write the foreign language as long as the teacher applied the adequate techniques.



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Appendix



APPENDIX #1
TEACHER'S SURVEY

UNIVERSIDAD DE CUENCA

La siguiente encuesta tiene como fin adquirir información para las técnicas de enseñanza a niños con necesidades especiales. Dos casos: Trastornos del espectro autista con un funcionamiento alto y discapacidad intelectual Media. Este es un estudio con niños de tercero, cuarto y séptimo grado comprendido en las edades de 8,9 y 10 años. Los resultados serán usados como base para la tesis de investigación.

Nombre..... Sexo M () F ()

Tipo de discapacidad del niño.....

1. Usted cree que el trabajar con niños que tienen discapacidad ya sea mental o física afecta al comportamiento de un niño normal?

Si () No ()

Porque?

2. Usted cree que un niño con necesidades especiales debería estudiar en escuelas especiales y no en una escuela normal con el fin de que su educación sea mejor?

Si () No ()

Porque?

3. Usted cree que la educación en una escuela normal es la correcta para estos niños? Cuales con los beneficios?

Si () No ()

Beneficios



4. Cuales son los riesgos de incluir a este tipo de niños en las escuelas?

.....

.....

.....

5. Con respecto a la inclusión de niños especiales en el aula. Que acción encuentra usted por parte de los padres de familia, cuales son los niveles de expectación?

Alta	Media	Baja	Otras

6. Usted considera que estos niños pueden aprender un idioma extranjero?

Si () No ()

7. Que técnicas de aprendizaje usted aplica en el aula para desarrollar su aprendizaje?

.....

.....

.....

8. Para usted es complicado desarrollar las cuatro destrezas (escritura, lectura, oral y escuchar) que un lenguaje requiere en un niño con necesidades especiales?

Si () No ()

Si su respuesta es positiva indique cuales son estas dificultades

Oral

Buena	Mala	Regular

Escrita

Buena	Mala	Regular

Lectura

Buena	Mala	Regular

Comprension

Buena	Mala	Regular

9. Usted cree que es necesario decir a sus alumnos que uno de sus compañeros cuentan con discapacidad?

Si () No ()

Porque?

10. Usted cree que la infraestructura de las aulas son las adecuadas para este tipo de alumnos?

Si () No ()

Porque?

11. Cual es el material didáctico que usted utiliza con estos niños?

FLASH CARDS	
ESPEJOS	
PELICULAS	
MUSICA	
LIBROS	
OTROS	

Si usted escogió la opción otros porfavor especificar aquí

.....
.....

APPENDIX #2**INTERVIEW WITH AN EXPERT**

The following interview was made with the expert, Lcda Esperanza Duran, who has worked for twelve years at “ADINEA” school for special children. The interview was developed with the aim of getting support for this thesis project. At the same time, the information will be used as a guide in essential issues that the expert explained. The interview was carried out on Tuesday, April 9, 2013 at 12:15 and it consisted of the following dialogue.

Q: Good Afternoon, Lcda. Esperanza Duran. We are Patricia and Nancy, students from the University of Cuenca and we are developing a thesis about adequate techniques that a teacher should apply in an English class with the inclusion program. That is why we would like to ask you to help us with your knowledge to clarify some doubts.

A: Hello girls! Nice to meet you! I hope I can help you with my knowledge and experience in the education of these children. But before I begin, mmm! I would like to know why you decided to create a thesis about these children. Are you conscious that it is difficult to work with them?

Q: From the moment we entered the Faculty of Sciences of Education we have been prepared to teach only to a regular group of students; but when we began to perform as teachers, we found out that education is varied and that one positive change is this inclusion program in classes. Therefore, when we want to teach, in our case English, we think about what we can teach these special children. How can we get their attention?

A: It is good to know that young people like you are interested in these children and see how important and essential is the inclusion of such children in a classroom. Knowing how to treat them allows us to know that quality professionals are being formed.

Q: That's right, the personal experiences that we have had with them and the frustration that we have felt has motivated us to carry out this investigation. So, can we start the interview?

A: Sure girls, let's start

Q: Our first question is, umm, do you think working with children with special needs affects normal children in their behavior?

A: It depends on each student's behavior; some children can be over-protected by their parents; for that reason, they reject special children. In other cases, the student's behavior can be violent because their parents are violent, too. They do not allow a friendship with these children. Besides, it depends a lot on the teacher to help the children understand the differences that they have so that they don't imitate the behavior of special children.

Q: Ok, the other question is: Do you think that the teacher should give special treatment to children with special needs in order to develop their skills in the classroom?

A: There wouldn't be big differences in their treatment, but a teacher must communicate to his or her other students that these children are special and have some small characteristics which make them interesting. In that way, regular students will want to play with them instead of rejecting them.

Q: Thank you. Now do you think that these children can learn a foreign language?

A: Of course. Obviously it depends on children's interests, but the most important factor is the teaching techniques applied and the teacher's behavior.

Q: Teacher's behavior? What do you mean?

A: Yes, it is important because if the teacher is dedicated to making the classes interesting and fun he/she will do so.

Q: That's interesting... and teachers should keep this in mind. The next question is: What kind of teaching techniques do you suggest to use in the classroom?

A: Hey girls! That is a good question. Mmm! Let me see.. we can use visual references, music, different activities about the same topic, mirrors to show articulations, graphic organizers, pictures in readings, songs, games...

Q: What techniques do you think are the best to develop a language?

A: Well, I think that the language techniques are linked with techniques applied in each skill, so based on that, we can assume that a teacher has to use alternative forms, such

as pictorial aids. For example, if you want to teach reading to a special child, it's a good idea to write sentences with words that they use. You will need to edit some mistakes. Associate words that they say with pictorial vocabulary or experiences and use linking words.

Q: Finally, the last question is, what are the tools that a language teacher must have?

A: A language teacher must use a recorder for listening to songs or conversations; puppets, and physical movements. Also you will need a mirror which will help the child with the pronunciation of words and a curtain because it won't allow these children to be distracted when you finish your modulation classes.

Q: Ok! Thanks a lot for your kind collaboration; have a nice afternoon.

A: You have nothing to thank me for. If you need more information I am here to help you

Q: Thanks!

APPENDIX #3**INTERVIEW WITH THE TEACHER**

This interview was carried out with a teacher who works at “San Gabriel AS” Elementary school. The teacher works with the special child “Veronica”

Q: Good morning, we are students from the University of Cuenca and we are applying this interview to you since you work with a child who has Autism; our first question is: How did you realize that the child had this disorder; due to her attitudes? Or from a medical report?

A: First of all thanks for the interview; I realized that the special child had Asperger's syndrome because of the medical report presented by the parents as a requirement to enter this institution; based on it we have been working with the special child. However, it is evident that the child has this problem due to her behavior, to her repetitive activities, and to the way that she socializes with other people which are characteristics of this disorder.

Q: What about the way that you work with her in the classroom? Which materials do you use? Is it complicated to work with her?

A: No, I have been working a long time with her so it is not complicated. The change from one level to another causes low grades at the beginning, but since she is a collaborative child who catches on to all the information in a fast way it is not complicated for her to improve her grades. The process that I use with her is always slower than the process of her classmates; everything is practiced with some short recesses, since she gets tired easily. I work with drawings, cards, real objects, or games to teach “Veronica” something; these are materials that she enjoys the most.

Q: What about the socialization with her classmates? How do you help her?

A: I integrate her into all the activities that the classmates do. “Veronica” has activities which have a lower level, but she does them together with the classmates. For example, when I am teaching subtractions to my students, I use images or drawings to explain it to “Veronica”.

I always ask regular children to consider what she is doing; she participates in the classes, she goes to the blackboard, and she communicates with her classmates. The special child has adapted easily in the institution.

Q: Did you present the child in front of her classmates saying that she has Asperger's Syndrome?

A: Well... in my case, I do not know if it is an advantage, but since my students were working with her in the past level they already knew the problem that she had. The previous teacher was the one who presented this case to the students, so I did not have problems with it. However, sometimes I have to remind the regular students that "Veronica" has different needs, different education; and I have to treat her in a special manner.

Q: And with the other areas... such as Language or Social studies, which techniques do you use to develop her knowledge?

A: At the beginning of the year, to help her with her speaking skill, I taught her to associate a word with an image or any object in the classroom. To help her with the reading skills I worked syllabically; I started with simple syllables such as "ma - pa" or inverse syllables such as "am-ar"; however it becomes a little complicated with complex syllables because the child gets confused. Now I am helping her with her writing skill which is the most complicated one; I give her a text and she has to copy the words; before she made drawings instead of words, but now she writes.

APPENDIX #4:**INTERVIEW WITH THE PARENTS**

Good morning we are representing a project about autism and teaching techniques to help an autistic child to learn English. Obviously, we do not hope that the special child will be able to achieve all the four skills, but achieving three of them is a great advance. For this it is necessary to know the behavior of the child and some advice to be able to become a friend of the child. We appreciate your time and the first question is:

Q: When did you realize that your daughter had autism?

A: I realized that she had a problem when she was three years and nine months old.

Q: How did you realize it?

A: When “Veronica” was ten months old she said “papa”, but she did not speak anymore until she was three years old. I inscribed her at an educative center, but I did not note growth in her speaking so I decided to change her to the Elementary School “San Gabriel AS”. At this place I spoke with Lcda. Martha Barros who did an evaluation and decided that we had to wait to see if “Veronica” had advancements when she interacted with her classmates. The problem could be that my daughter was too pampered and that was why she did not want to speak. The child had a language therapist who realized that she was echolalic. When the therapist asked something, “Veronica” only repeated the question, but she could not give an answer.

Then we decided to evaluate my daughter with a specialist called Lcda Martha Andrade. She showed us that her fine motor skills were very low and her level of comprehension was at the level of a baby of two years and six months old. The specialist recommended that we practice using early stimulation with her.

“Veronica” grew up frustrated with loud noises. She did not like to get dirty. She used to run with her arms open, like a bird. She repeated everything that we said to her. She run in circles around the house like a little hamster. She did not like to hear the the blender. She did not cover her ears; but she run away. She did not have strong

emotions, for example, when my family from Guayaquil arrived, already knowing the problem that “Veronica” had, they decided to have a surprise party for one of my nephews and gave the chance for my daughter to interact with her cousins. “Veronica” collaborated with us. We hide under the table, but when we shouted “surprise,” it was too emotional for “Veronica.” She felt attacked and ran away to hide; she covered her ears and started to rock back and forth. I followed the recommendations of the specialist; I knelt in front of her, at her height, and explained to her that it was a game when she looked me in the eyes.

“Veronica” never had emotional feelings; she never cried until last year. She could see the saddest movie and did not cry. When she had her vaccine, she did not feel pain, which is a symptom of autism; Autistic children do not feel pain. “Veronica” obeys orders; if you say to her, “Stay here and do not move until I come back,” she will stay there for three days if you do not come back. She is not able to make her own decisions; to say what she wants to do and what she does not.

When my daughter just entered school, she arrived home with headaches; she told me that the noise that children made was intolerable for her. The teachers also told me that she escaped from the classrooms and that I had to discipline her. So when she went out of her classroom, I told her, “Veronica, what are you doing here? You come to this place to study and learn new things.” After this she assimilated that she had to adapt to her new environment.

The teacher, Marcia, helped her. She helped her to gain knowledge through patience, love, and games. It is very helpful for “Veronica” to watch videos since she has a photographic memory. When you show her something with pictures or real situations she will remember it for all her life. For example, when she found a bug at the mall, she told me “Look at that mom.” I explained to her that it was a bug and when we returned she remembered the exact place where she saw it the last time. She told her father, “Look dad, there we found a bug”. A normal person will forget a simple detail like that one, but she does not.

Q: I agree with you with that part, the intelligence that “Veronica” has is really admirable; the way that she catches on to things. She immediately learns new language, and she does not show any difficulty when learning it. The next question is how do you feel about having your child in this school?

A: I am very happy because the education has been personalized; they support me a lot in that sense. I found in this institution something that I think I will not be able to get in any other; for example here Silvia and Marcia who have been “Veronica’s” teachers have enough patience and love at the beginning of the year to seat my daughter on their legs, then next to them, and finally with all the classmates. As the specialist said, the special child has to be in an inclusive classroom with few children and a tutor. “Veronica” also receives reinforcement after her classes with the teachers and we as parents. My daughter reviews mathematics, grammar, and lecture with Silvia; and English at her house. Luckily, she has never been alone, we have always worked different schedules and I am very lucky because I found the right people at the right time

Q: From your point of view, how do you think your daughter feels at this institution?

A: She feels very good. She loves her classmates a lot. She feels loved and cared for. I have never denied the problem of my daughter. In fact, all the children here know that “Veronica” has a disability; however, I do not want them to feel sorry for her. Instead I want them to become friends with my daughter. When “Veronica” was eight years old, I thought that she wanted to only invite her friends to her birthday party, but she told me that she wanted all her classmates there so I had to do it. My daughter felt very happy with all her classmates there although she could not play. It meant a lot for her to have them at her party.

I like the way that they take care among themselves, among the students; there is little aggressive behavior, and when a child is aggressive, the teachers calm him/her down. In the case of my daughter, when she was in pre-kinder, she was attacked by a boy and we had problems because she could not speak. She could not tell us who

harmed her, therefore, I decided to draw a prince and a wounded princess and asked my daughter who attacked the princess. She answered, “ Prince Nicholas.”

Q: What do you think about the inclusion program?

A: This is one of the best things that the president could do. Unfortunately our autistic, dumb, or Down syndrome children were discriminated from attending regular schools. Some of the excuses were that they were too sad or too hyperactive; that they could not speak; or that they had to be patient to feed them. We had to look for schools full of autistic children, or full of disabled children. I consider that the best help that a child with special needs can get is to give them the chance to grow in a natural environment. This helps them to live in society by copying the behavior of other people.

People evolve in society. “Veronica” has grown up a lot these two years. She participates in the activities of regular children. She tends to overprotect people around her, especially her sister, who helped her a lot with the difficulties of her disorder.

APPENDIX #5

MATERIALS USED WITH THE CHILD

5.1 SONGS

When the circus comes to town

When the circus comes to town
With the lions, the horses and clowns
You'll have lots of fun
Come and see with everyone
You'll have the time of your life.
The strong man lifts weights with one hand
And the jugglers turn cartwheels and land
You'll have lots of fun
Come and see with everyone
You'll have the time of your life.
The trapeze artists fly overhead
There is a ringmaster dressed all in red
You'll have lots of fun
Come and see with everyone
You'll have the time of your life.
See the clowns make everyone smile
As they all fall down in a pile
You'll have lots of fun
Come and see with everyone
You'll have the time of your life.
When the circus comes to town
With the lions, the horses and clowns
You'll have lots of fun
Come and see with everyone
You'll have the time of your life.

Farm Animals Sounds

Hey ho hey ho ha ha ha(x4)
The dog says woof woof woof
The cat says miau
The rooster says cock-a-doodle-dpp
The duck says quack quack
But I can say this
Will you sing it with me
Hey ho hey ho ha ha ha(x4)
The horse says neigh
The pig says oink
The cow says moo
The sheep says baa
But I can say a thing
Will you sing it with me
Hey ho hey ho ha ha ha(x4)

Months of the year

Here we go!
January February March April
May June July August
September October November December
Alright here we go!
January February March
April May June
July August September
October November December
Alright one more time
January February March April
May June July August

September October November December

Alright that was great

Days of the week

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

One Two One Two Three Four

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

La la la la la la

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

One Two One Two Three Four

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

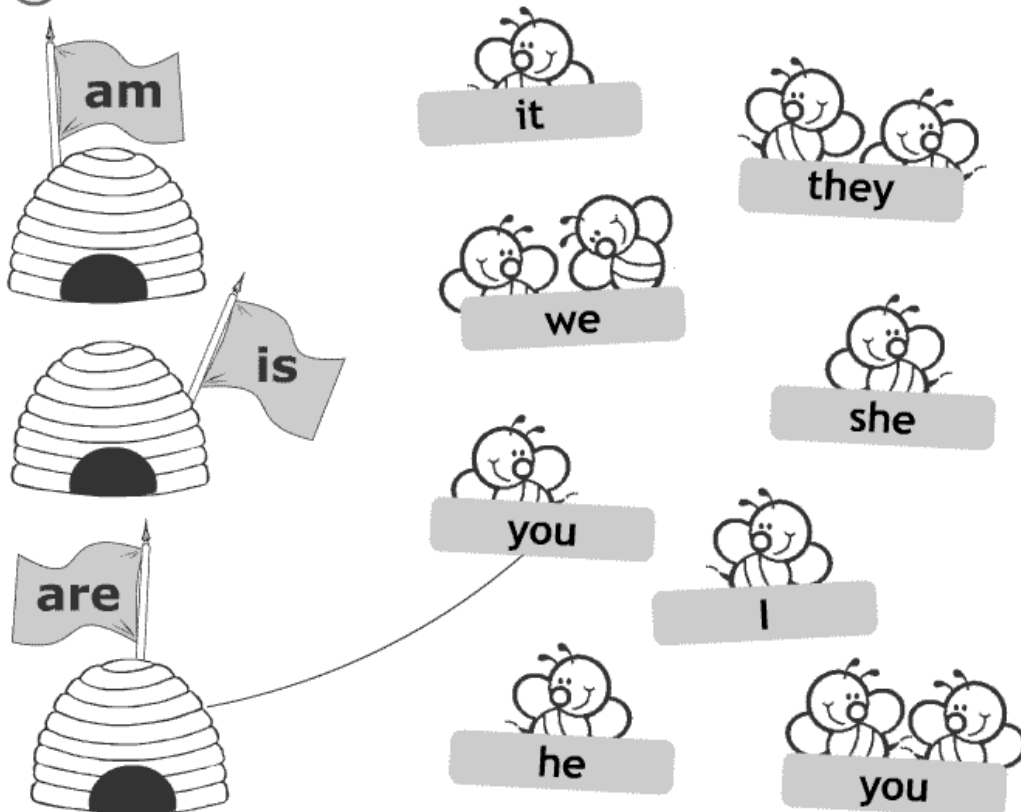
I love the days of the week (x2)

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

5.2 ACTIVITIES

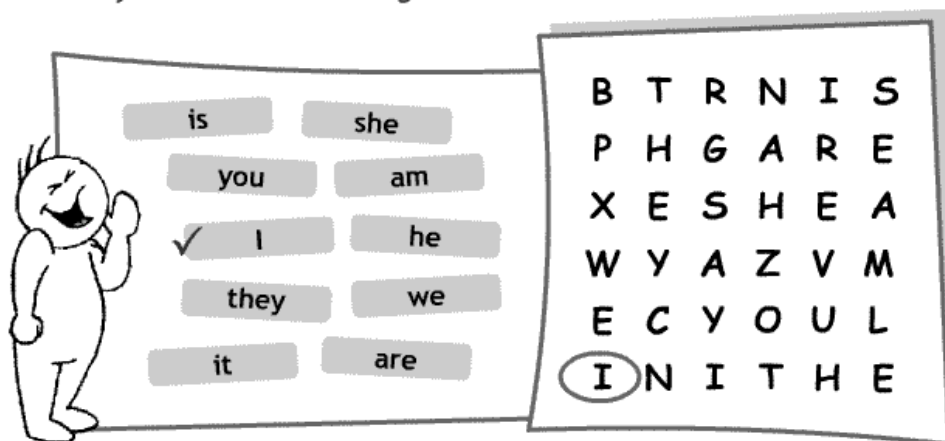
1 Match.

page1



2 Find the words.

They are hidden left to right and down.



1 Match.

page1

I am	are they?
you are	is she?
he is	are we?
she is	am I?
it is	is he?
we are	are you?
they are	is it?



2 Complete the questions.



..... happy?



Are you sad?



..... tall?



..... pretty?



..... fat?



..... hungry?



..... angry?

1 Read and match.

page1

No, they aren't.

Yes, you are.

No, he isn't.

Yes, they are.

No, it isn't.

Yes, we are.

No, I'm not.

No, she isn't.

Yes, it is.

Yes, he is.

Yes, she is.

No, we aren't.

Yes, I am.

No, you aren't.

2 Read and circle.



Is Goldie happy?

No, he isn't.

Yes, it is.

Yes, she is.

No, it isn't.

No, she isn't.

Yes, he is.

Is Pinker sad?

Yes, it is.

No, he isn't.

No, it isn't.

Yes, she is.

Yes, he is.

No, she isn't.



Test yourself!

Name: _____

8

Write the sentences.

①



standing.

is

It

②



is

She

singing.

③



laughing.

am

I

④



are

You

drinking.

⑤



swimming.

are

They

⑥



are

You

crying.

⑦



He

cooking.

is

⑧



We

eating.

are

Test yourself!

Name: _____

8

Write the sentences.

①



not is She dancing.

②



crying. am not I

③



We not swimming. are

④



not cooking. are They

⑤



are not You laughing.

⑥



He drinking. not is

⑦



are not You eating.

⑧



running. is It not

5.3 SHORT STORY

Little Red Riding Hood

Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a nice cake in her basket. On her way Little Red Riding Hood met a wolf. “Hello!” said the wolf. “Where are you going?”

“I’m going to see my grandmother. She lives in a house behind those trees.” The wolf ran to Granny’s house and ate Granny up. He got into Granny’s bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf. “Granny, what big eyes you have!”

“All the better to see you with!” said the wolf. “Granny, what big ears you have!”

“All the better to hear you with!” said the wolf. “Granny, what a big nose you have!”

“All the better to smell you with!” said the wolf. “Granny, what big teeth you have!”

“All the better to eat you with!” shouted the wolf. A woodcutter was in the wood. He heard a loud scream and ran to the house. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted and Granny jumped out. The wolf ran away and Little Red Riding Hood never saw the wolf again.

42

9

(1) Listen to the story. 📻

Verbs
 chase = perseguir
 knock = tocar
 swallow = tragar

Other
 basket
 forest
 grandmother
 house
 mother
 pajamas
 teeth
 woodsman

1 Mother tells Little Red Riding Hood to go to Grandma's house.

2 Little Red Riding Hood meets the wolf.

3 The wolf knocks on the door.

(2) Look and match.

Little Red Riding Hood

Grandmother

the wolf

the woodsman

Mother

(3) Copy and complete the sentences.

1. Red Riding Hood lives...

2. Grandmother is...

3. The wolf eats...

4. The woodsman cuts...

Present simple

42

Unit 3 Family Time

10

1 Listen to the story. 📻 42

4



The wolf swallows Grandma and he jumps into bed.

5



6



The woodsman chases the wolf away. They all eat the food.

Verbs
chase
knock
swallow

Other
basket
bed
forest
glasses
grandmother
house
mother
pajamas
tail
teeth
woodsman

2 Look and circle.

1				3			
2				4			

Write questions with Whose.

1. ...? It's Little Red Riding Hood's basket.

3. ...? It's Grandmother's door.

4. ...? It's Little Red Riding Hood's house.

2. ...? It's Grandmother's bed.

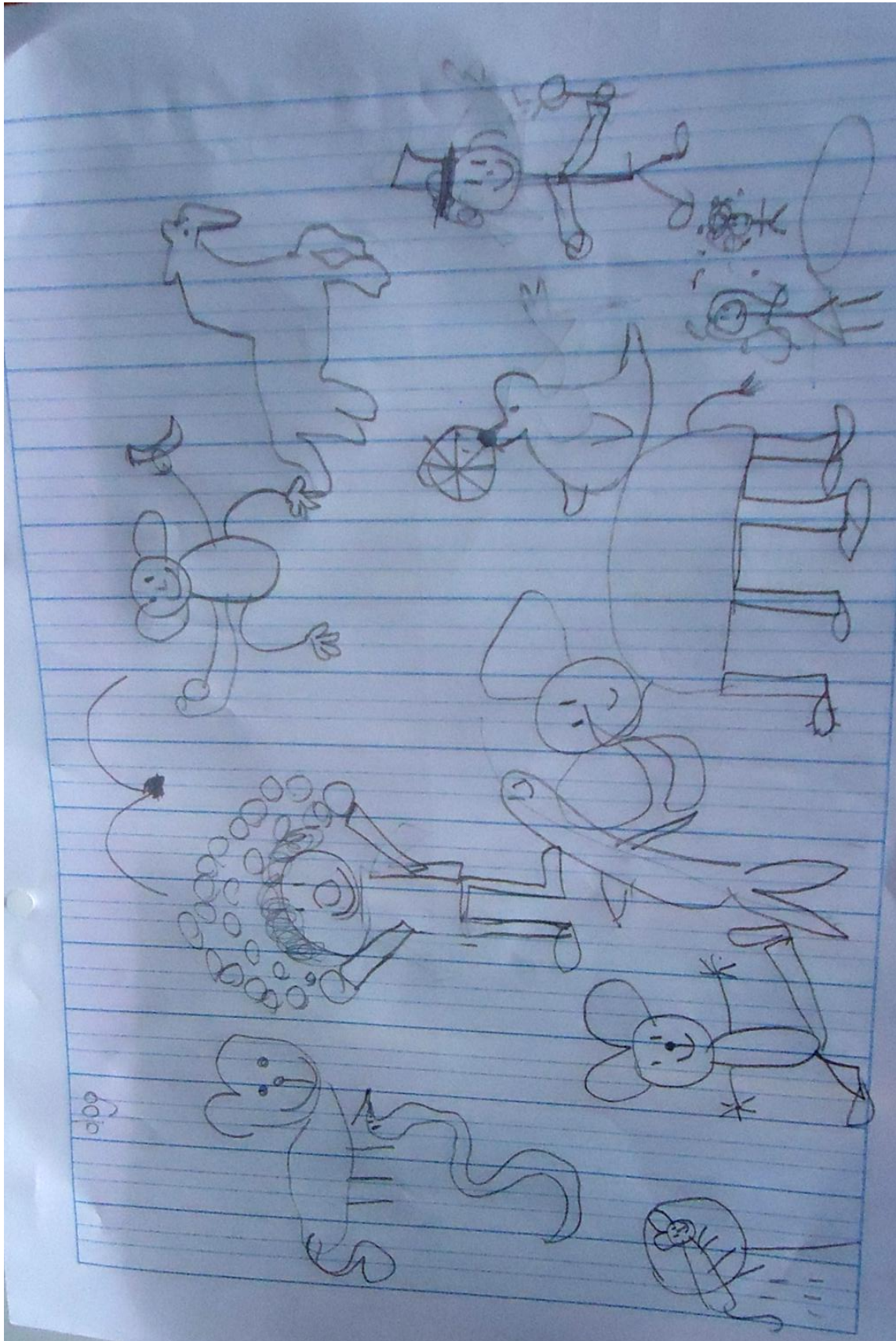
Possessive 's

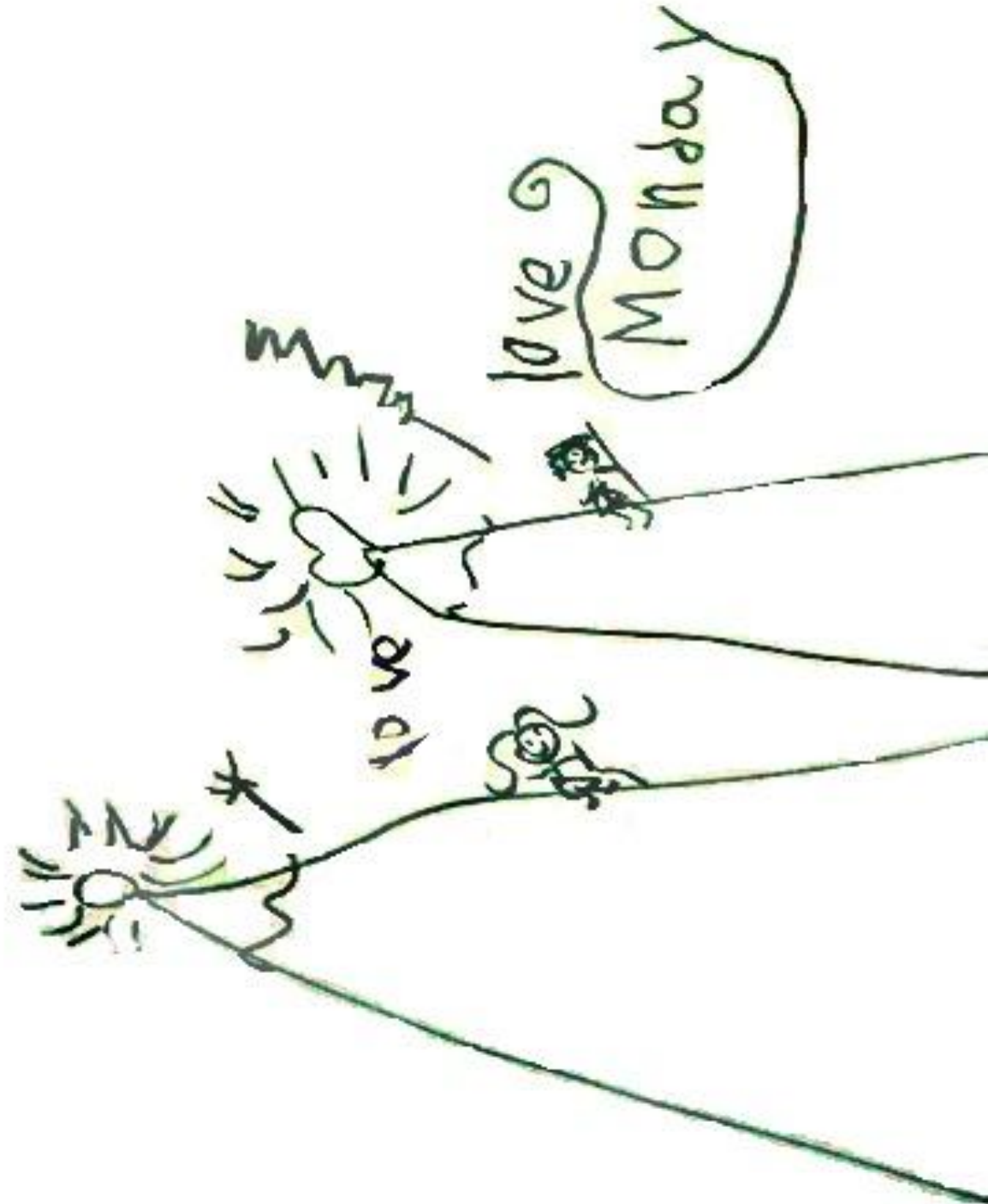


Unit 3 Family Time 43

5.4 SPECIAL CHILD'S ACTIVITIES







APPENDIX #6
PLANIFICACIÓN MENSUAL DEL BLOQUE CURRICULAR
SEMANA DEL 27 de mayo AL 31 de mayo

ÁREA: Lengua y Literatura Inglesa		ASIGNATURA: English	PROFESORES: Nancy Urgiles y Patricia Caguana		AÑO DE EGB: 3th
Grammar: Present Continuous.				FECHA DE INICIO: 27/05/2013	FECHA DE FINALIZACIÓN: 31/05/2013
EJE CURRICULAR INTEGRADOR: Listen, speak, read and write for social interaction.					
EJE DE APRENDIZAJE: speaking and comprehension.					
EJE TRANSVERSAL/BUEN VIVIR: Identidad					
OBJETIVO EDUCATIVO DEL BLOQUE: The student will be able to recognize and pronounce the vocabulary.					
DESTREZAS CON CRITERIO DE DESEMPEÑO	ESTRATEGIAS METODOLÓGICAS	RECURSOS	EVALUACIÓN		
			INDICADORES ESENCIALES DE EVALUACIÓN	TÉCNICA E INSTRUMENTO	
Promote effective communication through simple and easy conversation within meaningful situations.	<ul style="list-style-type: none"> The teacher starts classes by telling the student some experiences that she had at the circus. The teacher encourages the student to look at some pictures which are about a circus. The teacher encourages the special child to say what animal she remembers and draw them on a piece of paper. Then the teacher encourages the child to tell what the drawings were about while she looks at the mirror. Then the teacher shows the kid a picture of a boy (Jimmy) and a girl (Kelly). The Educator tells the student that Jimmy is looking into the circus tent and Kelly is asking him what is happening. After that, the teacher starts to create a role play with muppets, where the child helps the teacher with the dialogue. Finally, the child sings the song "When the circus comes to town." 	<ul style="list-style-type: none"> Text "Step Up" Pictures Posters A mirror Recordings • Video: "When the circus comes to town" 	<ul style="list-style-type: none"> Recognize each vocabulary words. Pronounce the word correctly. 	Evaluation Activities Technique: Class activity Speaking Groupwork Game: Concentration Have students cut out the circus acts in the red section in the Student's Book, page 129. Describe the actions and have students hold up the corresponding cutouts. Then, the child has to turn over two cutouts and say the action.	

PLANIFICACIÓN MENSUAL DEL BLOQUE CURRICULAR

SEMANA DEL 20 de mayo AL 24 de mayo

ÁREA: Lengua y Literatura Inglesa		ASIGNATURA: English	PROFESORES: Nancy Urgiles y Patricia Caguana Palacios		AÑO DE EGB: 3th
Grammar: Simple Present.				FECHA DE INICIO: 20/05/2013	FECHA DE FINALIZACIÓN: 24/05/2013
EJE CURRICULAR INTEGRADOR: Listen, speak, read and write for social interaction.					
EJE DE APRENDIZAJE: reading and comprehension.					
EJE TRANSVERSAL/BUEN VIVIR: Identity					
OBJETIVO EDUCATIVO DEL BLOQUE: The student will be able to understand the reading “ Little red Riding Hood” by the context.					
DESTREZAS CON CRITERIO DE DESEMPEÑO	ESTRATEGIAS METODOLÓGICAS	RECURSOS	EVALUACIÓN		
			INDICADORES ESENCIALES DE EVALUACIÓN	TÉCNICA E INSTRUMENTO	
The story challenge the student’s linguistic competence by providing meaningful input that is just above their level of knowledge.	<ul style="list-style-type: none"> • The teacher starts classes by asking the students if they know the story. Then have them name things in the story. • The teacher writes his/ her ideas on the board. • The teacher encourages the students to look at some pictures which are about the story. • The teacher asks the students to listen to the story. • The teacher writes simple sentences under each picture. Then he / she encourages the student to reads each sentence. • Finally, the students have to do the task one. 	<ul style="list-style-type: none"> • Texto “Step Up” • Pictures • Posters • CD: Track 42 	<ul style="list-style-type: none"> • Recognize each word of the vocabulary. • Understand what she is reading. 	Evaluation Activities Technique: Class activity Reading Glue and read Have students cut out the texts in the green section on Student’s Book page127. Read each cut out with the class and have students glue the cutouts under the pictures on the pages 42- 43. Read the story.	

PLANIFICACIÓN MENSUAL DEL BLOQUE CURRICULAR

SEMANA DEL 2 de mayo AL 10 de mayo

ÁREA: Lengua y Literatura Inglesa		ASIGNATURA: English	PROFESORES: Nancy Urgiles y Patricia Caguana Palacios		AÑO DE EGB: 3th
Grammar: verb to be				FECHA DE INICIO: 2/05/2013	FECHA DE FINALIZACIÓN: 10/05/2013
EJE CURRICULAR INTEGRADOR: Listen, speak, read and write for social interaction.					
EJE DE APRENDIZAJE: listen and comprehension.					
EJE TRANSVERSAL/BUEN VIVIR: Identidad					
OBJETIVO EDUCATIVO DEL BLOQUE: The student will be able to understand the vocabulary and					
DESTREZAS CON CRITERIO DE DESEMPEÑO	ESTRATEGIAS METODOLÓGICAS	RECURSOS	EVALUACIÓN		
			INDICADORES ESENCIALES DE EVALUACIÓN	TÉCNICA E INSTRUMENTO	
Provides the students understanding and good pronunciation through songs and videos to promote effective communication within meaningful situations.	<ul style="list-style-type: none"> The teacher asks the students to make sounds like the animals that they have learned. After that, the teacher encourages the students to listen to some sounds and recognize which animal it is. The teacher asks the students to listen to a song about the animals. The teacher encourages the student to do some mimes. The teacher has to do mimes with the students while the song is playing. The teacher encourages all the students to dance. (Animal's Party) 	<ul style="list-style-type: none"> Texto "Step Up" Pictures Posters Videos CD 	<ul style="list-style-type: none"> Recognize each word of the vocabulary. Understand what she is listening. 	Evaluation activities Technique: Class activity Listening The student has to draw the animal that the teacher says on a piece of paper.	

PLANIFICACIÓN MENSUAL DEL BLOQUE CURRICULAR

SEMANA DEL 13 de mayo AL 17 de mayo

ÁREA: Lengua y Literatura Inglesa		ASIGNATURA: English	PROFESOR: Nancy Urgiles y Patricia Caguana Palacios		AÑO DE EGB: 3th
Grammar: verb to be				FECHA DE INICIO: 13/05/2013	FECHA DE FINALIZACIÓN: 17/05/2013
EJE CURRICULAR INTEGRADOR: Listen, speak, read and write for social interaction.					
EJE DE APRENDIZAJE: write					
EJE TRANSVERSAL/BUEN VIVIR: Identidad					
OBJETIVO EDUCATIVO DEL BLOQUE: The student will be able to write the vocabulary of some readings.					
DESTREZAS CON CRITERIO DE DESEMPEÑO	ESTRATEGIAS METODOLÓGICAS	RECURSOS	EVALUACIÓN		
			INDICADORES ESENCIALES DE EVALUACIÓN	TÉCNICA E INSTRUMENTO	
Encourage the student to write the vocabulary words through easy exercises to be creative.	<ul style="list-style-type: none">Encourage students to be creative and emphasize the idea that writing is a process where mistakes are allowed.A perfect result is not expected on the first draft, but students should correct and improve their work with each new version.After that, the teacher encourages the students listen and writes the word the teacher says.The teacher gives the students some worksheets to help her writing.The teacher encourages the student to works with her partner.	<ul style="list-style-type: none">Text “Step Up”PicturesPostersVideosNotebookPiece of paperworksheets	<ul style="list-style-type: none">Recognize each vocabulary word.Understand what the student is writing.	Evaluation Activities Technique: Class activity Writing The student has to write some words on the blackboard. Homework The student has to repeat some words in order to remember their meanings.	